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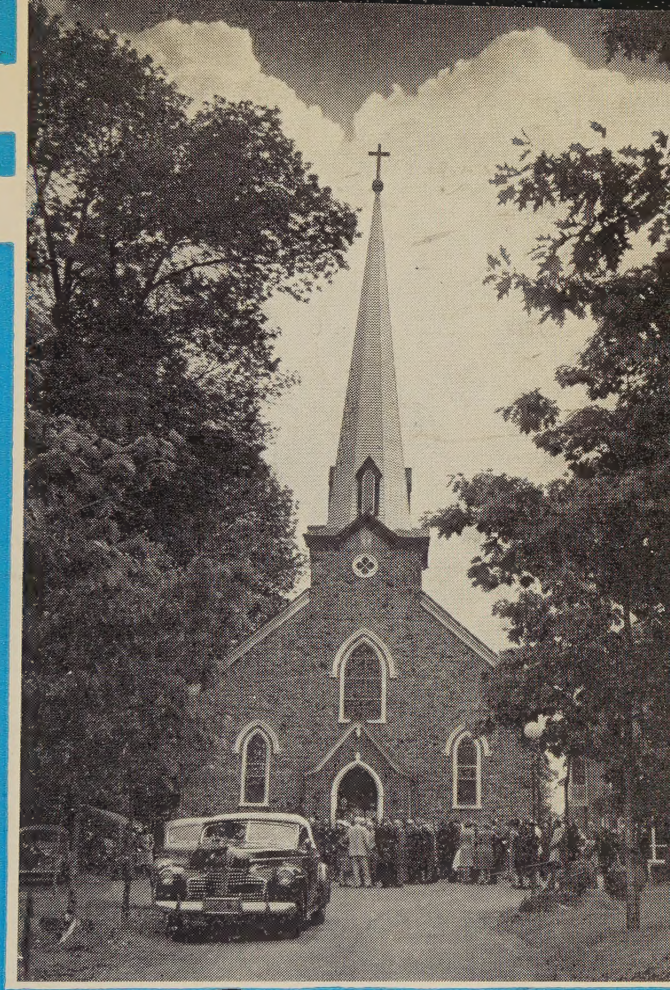

Pastor Ellman

the CHURCH SCHOOL Teacher

THE CHURCH SCHOOL TEACHER

VOLUME XVI No. 6

JUNE 1947

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Harold Lambert Photo

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The Church School Teacher

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The Teacher's Summer

By FRIEDA BOGE

SOON the happy, carefree summer days will be here again, that joyful period of "school-let-out" when restraints as to time and duties are so far lifted that many, following the course of least resistance, will make of every Sunday a holiday instead of a holy day. With the lifting of travel bans and wartime restrictions it is likely that streamsides, state parks, and places of amusement will be the mecca of thousands while the Sunday school and church remain vacant. Here, indeed, is a challenge to the Sunday school teacher and the pastor. What more thrilling than the gospel message, and what more inviting than the prospect of so planning and so laboring as to attract, in spite of themselves, the seekers after rest and change!

One of the greatest needs, recognized or unrecognized, among Christian people, is for real, heartfelt fellowship and love. Summertime offers an ideal setting for the fostering of such Christian fellowship. A senior class of young women enjoyed nothing more than an early morning breakfast, at six o'clock, up the River Road, on one or more Sunday mornings some years ago. Wood and charcoal were provided by several in the group, and bacon and eggs and coffee were prepared in the cool of the early morning beside a stream whose waters reminded us of the blue Galilean lake and the glorious companionship of the risen Lord Who thought it not too small a thing to prepare a meal for those He loved. Our Sunday school hymnals were a standard part of our equipment. In such a setting, a song service and the presentation of the lesson for the day made an indelible impression. The time was so arranged that we were in our places for the regular morning church worship service. After the

This suggestive article for the summer season has been written by an active teacher and leader in Grace Lutheran Church, Columbus, Ohio.

lapse of years these young women are still talking about "those good times."

For younger children a meeting on the lawn or in a near-by park at the regular Sunday school time affords a welcome note of change. This, of course, can only be done where distractions are at a minimum, but often such a place can be found if the will to do so is present.

An intermediate class looked forward for several weeks, and is still looking back with joy, upon a Sunday school class session held in our Lutheran Evangelistic Center. The Sunday school bus took this group of teen-age girls and boys to the center, where their teacher presented a flannelgraph story for the entire Sunday school. The young people themselves contributed their musical talents to the success of the morning. At the close of the session the group thoroughly enjoyed and profited by a tour through the center, from classrooms and library to kitchen, provision cupboards, and gardens. Needless to say, when annual roll call came around the group understood as they had not understood before to what cause they were giving.

Our entire Sunday school, located within an hour's drive of one of our Lutheran homes, packed picnic baskets and "made a day of it," with services provided by the visitors and Sunday dinner eaten on the lawn afterward. What a welcome change in routine for both guests and hosts, and what a profitable experience for those of all ages who thus get firsthand information concerning one of our Church's benevolent activities!

"But," you say, "we have no park close by. We have no bus available for trips to more distant places. We have little or no opportunity for such summer treats as those described." Never mind. The teacher and his class or, indeed, a whole department need not move off the premises to have something different.

You often decry the fact that there is so much which might well be taught in the Sunday school and so little time to teach that one just can not get it all in. Take the matter of sacred art, for example. "Oh," you say, "that's being taught in vacation church school." Is it? There, too, the curriculum is over-

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Vacation Days

THE time for vacation church schools is here again. Enrollment in these schools has been growing across the nation, and many a congregation in the Augustana Synod will have this year the best vacation school in its history.

Much is being said and done in the church about stewardship, especially the stewardship of means, time and talent. It is well that it is so. But let us not forget the stewardship of the growing generation! The Church has a responsibility before God toward the boys and girls, and they are, next to the Word and the Sacraments, her greatest treasure.

Vacation days with Jesus will help to conserve and increase this treasure. Christian education is a profitable investment for the Church. It yields rich returns and no congregation that plans for the future can afford to be without it. More important, Christian teaching is necessary for the eternal welfare of our boys and girls.

Des Moines

IT IS NOT the purpose of this publication to "drum up" a big crowd for the great Sunday School Convention which is to be held in Des Moines, Iowa, July 23–27. On the other hand it is the purpose of our publication to be as helpful as possible to its readers and through them to the program of Christian education in our churches.

It is our conviction that the coming convention offers great opportunity for personal enrichment to those who attend, and through them it should bring much of lasting value to the people back home. Because of this we hope that every church in the Middle West will send at least one delegate. The more, the better.

Registrations may be made by writing direct to the International Council of Religious Education, 203 North Wabash Avenue, Chicago 1, Illinois.

Opening Exercises or Worship?

THIRTY years ago most Sunday schools were limited to a single room, either the basement or church auditorium, for their educational program. The opening hymns, prayers, and Scripture read-

ing were referred to as opening exercises.

A set-up of this kind was hardly satisfactory to anybody. Those who got the least good from it were doubtless the smallest children, particularly those who had not yet learned to read. While older pupils found the hymns and Scripture passages as announced, and took part in the reading and singing, the smaller children did—what? Some of them listened and in time they came to recognize the Lord's Prayer and the Creed. Others simply dreamed. Others were up to some kind of mischief, and one of the chief tasks of the teacher was to be a policeman trying to keep the class still.

It requires little thought to see that this arrangement had some very serious defects. For one thing, it meant that the church school was making practically no provision at all for training these little ones in worship. At least two or three years of Sundays were almost wasted. And while these children were simply standing by, some of them acquired the habit of being restless and indifferent to the worship of God. Often more harm than good was done during those younger years because so many undesirable attitudes were unintentionally built up in the pupils.

Today perhaps most of our schools have some departmentalization. At least the youngest children have a room of their own, so that roughly speaking the school is divided into two groups, those who read with ease, and those who do not. This arrangement makes it possible for the smallest children to have their own program of worship of simple songs sung from memory, and prayers, Scripture verses, etc., more closely related to the age to which they belong.

But even with this arrangement there is danger of neglecting the opportunity to train the devotional life of our pupils. A primary department, for example, may lapse into a certain routine of opening exercises that is both mechanical and uninteresting, simply something to go through. On the other hand, the time available may be used in such a way as to nurture the spiritual life of our pupils, enlist their hearty participation, influence their conduct, and generally enrich their experience.

To accomplish this there are at least five principles to follow.

1. Let there be unity in worship. Let all parts of the service be related to a central theme. For

example, do not combine Easter and Christmas songs in the same session. Usually the central theme is taken from the lesson of the day. Bible story, memory verse, and worship service should all be correlated. Consequently it is better for a primary department of the first three grades all to use the same lesson rather than have a different lesson in each grade.

2. Let there be progression in the service. Move from one part to another so that an idea is developed and the entire service moves toward a climax. The climax is, in most cases, the response of the pupils to the main idea set forth. Sometimes the response will be chiefly emotional. Other times it will be intellectual, the rooting of an important truth in the child's mind. Often it will also be of the activity type, expressing itself in practical application of the truth that has been learned.

3. Let the worship be closely related to the pupil's experience. How can we expect little boys and girls living in Florida or California to express their love and gratitude to God in words that tell of the soft flakes of snow falling in winter? How can we expect a boy living in a city tenement to express his appreciation to God by teaching him to sing about hills and fields, mountains and valleys? How can we expect boys and girls, six or seven years of age, to sing fervently of repentance, conversion, justification and assurance, when these terms have little or no connection with their mental development or spiritual experience?

If we are to help our pupils at this point let us check over the experiences they are having. What are they doing at home? At school? What are they learning and what have they already learned? What do they like most to do? What are they afraid of? What are they scolded for? What kind of playmates do they have? What are some of the things they see every day? What is in their minds when they talk freely with a friend?

If we can take some of these seemingly commonplace experiences of children and make contact with them through songs, stories, Scripture lessons, prayers, and other worship activities we shall help them to think of God in the things they do every day. In other words, we shall help them to use worship in such a way as to enrich their lives, and direct and interpret their experiences. To do this is to give them something of permanent religious value.

4. Let worship for smaller children be simple, informal and as spontaneous as possible. Of course it is better to plan each Sunday's worship program than simply to go through the same routine week after week. In fact, time spent in careful planning of each program of worship, including the selection of songs, prayers, etc., is richly rewarded. However, the leader in charge should not be bound to her plan. She should be free and resourceful enough to change her plan as new situations arise during the morning session. If we insist on adhering to a program assembled on paper we may hardly expect anything but an artificial, mechanical response from our group. The most enriching worship experiences are likely to come when a child in a group of children asks a question or begins doing something that offers a lead to the morning's procedure.

5. A fifth principle: Let worship always be God-centered. Baron von Hugel was asked, "What is religion?" The answer he made is now famous. "Religion is adoration." True religion looks beyond man and his petty interests. It turns to God. It bows before Him because He is good, and worships Him in prayer, praise and thanksgiving for His beneficence.

Much that is called worship today hardly deserves the name. It is too man-centered. It is too selfish, whimsical, and sentimental. It lacks due respect for the Almighty. It knows nothing of the fear of the Lord, in the Biblical sense of the term. It begins with man's own opinions about what God is like or should be rather than with the Eternal who has revealed Himself.

Our religion is more than a set of opinions, beliefs, and practices. It is a whole attitude of mind and spirit toward God, a continuous lifting up of the heart unto the Lord, involving humility, joy and serenity. This fine essence of Christianity can not adequately be conveyed in words. But it can be felt, and it can be caught. The little child learns from our behavior, our emotional moods, our beliefs, and our thoughts. Where these are directed toward God there is no room for "fussiness" and anxiety, which are a denial of the faith. Nor is there room for the easy optimism that denies the reality of sin and man's need for salvation. Turning the child's thoughts toward the God revealed in Christ is the greatest service we can render him, not only through Bible lessons, but also in worship.

Where Are the Men Teachers?

By F. A. UDDEN

YEARS AGO the men who were among the pioneers of this country deemed it wise to establish churches for the spiritual welfare of their families. They braved the elements of wintry blasts to erect temples of worship, as well as homes for shelter. They were strong physically, and they were strong spiritually. They knew that their's was the task to make sure that their children were given a Christian training. They valued a noble character.

It was expected that the men should carry on the heavy work for the family welfare. The women could not, nor were they expected to, do the heavy physical labor in the erection of temples of worship or new homes. Men were also the evangelists, instructors, promoters. The fields yielded harvests, new avenues of transportation developed and communication systems were gradually set up. But the church was not forgotten. In fact, it had a priority rating.

These men were Christian men. They were aptly defined by Calvin Coolidge when he said: "A Christian is a mind through which Christ thinks; a heart through which Christ loves; a voice through which Christ speaks; a hand through which Christ helps." Our pioneers exemplified all this in their keen desire to promote Christian training.

Where are the men today? Are they exemplifying the same virtues as the first pioneers? Has the emphasis on Christian education been lost? The Christian home is still in our midst, but is the *percentage* of Christian homes as great as it was half a century ago?

The men of our church should ponder the following motto carefully:

"Keep your eye on the boy, because he has his eye on you."

The men of the church can make a strong impact on the youth of the community by the zeal with which they perform their religious duties. As a boy approaches maturity, he craves the association of men. Most Sunday schools have a minority of men teachers. Where are the other men? Boys are likely to remain in Sunday school and in Bible classes after confirmation much longer if more men participate in Sunday school attendance in Bible classes, and as teachers of

boys' classes. Religion is regarded as "sissy stuff" more frequently in Sunday schools where the men are absent, than in Sunday schools where they are numerous.

Christian men can inspire by their presence, their experiences, their business methods. Boys will listen to them with eagerness. Sunday school superintendents and pastors frequently remark about the change which has taken place in the thinking of young boys, the interest and inspiration manifested, and the troubles in discipline removed after men have become their teachers.

Where are the men? Everywhere near by! Right in the home community, waiting perhaps to be asked to take a class in Sunday school, or to participate in the work of a Bible class. There are numerous congregations which have experienced unexpected enthusiasm through the efforts of G.I.'s who have latent longings to be of service in the church. Other men have need of a little coaxing. If you are a wife of one of these men, or a sister of some undecided candidate for Sunday school teaching service, or a sweetheart of a promising young Christian man, give him the encouragement he needs by asking him to be a teacher, by showing him that he can be a real guide to boys in Christian growth. The Sunday schools everywhere will soon find that boys' classes taught by men mean increased enrollment. What a thrill, when one experiences seeing a Sunday school with fifteen of its boys' classes which are taught by men!

Men, it is true that someone took time out to teach us. It is now our duty to instruct others. Engrave in the hearts of growing boys those things which shall endure to all eternity.

Springtime's Nature Museums

By M. LOUISE HASTINGS

IT IS a fine thing when adults are so interested in the outdoors that they plan with children good times which take the form of nature walks, hikes, drives, and so on. First, all such activities keep us in the fresh air, and second they work toward unity and under-

standing that pay rich dividends to both family life and Sunday school.

Spring is a good time to understand the meaning of nature's museums. There are children's museums in our large cities, where nature exhibits form most of the interest there, but nature's museums are out of doors. Her exhibits are all alive.

Whenever you and your children visit a pond or a stream together there is one of nature's museums. In the springtime all nature wakes up and starts working. Here in the ponds and brooks you will find frogs and toads gathering from the last of March through April. You will hear them, and very probably you will be able to see some of them. Later the children will no doubt find frogs' eggs to carry home and watch. Children who do not have opportunity to study the action story of eggs, tadpoles and frogs, miss something interesting and important.

If the stream you have access to is a river, then you will have fish stories to read. Possibly as you wait on the banks for something to happen, you will see a muskrat swimming around. Last year I saw one with another clasping his tail and being towed back and forth from one side of the river to the other. Evidently he was just out for the ride!

Here you will see the red-winged blackbirds carrying on their domestic life among the reeds and cattails, and of course you will grow familiar with their "o-ka-lee." Notice in this marsh museum where the redwings dwell that the females are dressed something like a sparrow for protection against enemies while on the nest. What a contrast they are to their handsome mates with their red-orange epaulets on shining black!

When you are driving in the country, you often see old cellar holes, all that is left of the one-time home. Stop the car and take your boys and girls to some of them. These are another kind of nature's museums. Many of them are filled with blossoming weeds. Nature has a way of always covering up her scars. Possibly, not far from the cellar hole, you will find bouncing bets growing, a pink and white blossom, oldfashioned and a plant that is a run-a-way from the old gardens across the ocean. It very often happens, not always, however, that when you see these flowers growing in a field or pasture there was once a house very near.

Lilacs, too, have the same story. They belong to old houses, old farms, old cellar holes. As you drive along a newly-made highway and spy a clump of lilacs off in a pasture, it is pretty safe to say: "Once upon a time a family lived there." "Long ago happy boys and girls played around those lilacs."

As you and your family have been tramping through the woods, you may have come across a piece of an old moss-covered, broken-down stonewall. Stonewalls were built by our ancestors when they dug the rocks and stones from the ground. Such a wall will not be put together in the careful way in which walls are fashioned today. Look carefully and you will see the stones have been thrown together. Besides the interest you may have in studying why stonewalls were made that way, it is interesting to study them as nature's museums.

Sit down by this part of a stonewall you have found and see what goes on there. Are there little chipmunks peeking at you from holes between the stones? How many kinds of vines, mosses and lichens are growing on the stones? Lift up a few stones and see the life going on underneath, many kinds of insect life.

So, too, a broken fence in some thicket is fun to watch. That is another museum. Very likely that old fence is a highway for many a little creature, and down in the mass of grasses and weeds at the bottom any number of tiny creatures might be living, which may be seen if your eyes are keen. Should the ground happen to be marshy, and skunk cabbage grow there, you might see the little Maryland yellowthroat nesting in the midst of the cabbage. It is a safe place, for even four-footed creatures are not overfond of the odor.

For many years I had a nature museum in the country, which I visited for two weeks every year. It was a spring with a large tub full of water, where the farmers brought their horses to drink. I sat there by the hour, with my bird glasses, watching nature's little people coming there to refresh themselves, and in course of time my family became a part of the picture. It is well remembered.

Of course, if you take your family to the seashore, it is one great museum, and yet every member of the family may search for special things, and hobbies that become a lifelong joy may result. If events occur so that it is not possible to

hunt up any of the museums mentioned, there is always one's back yard. That, too may be a very interesting museum, if we take time to search out its mysteries. Especially insect stories will be forthcoming, and many of them are not pests. All insects are worth studying from the point of view of nature.

Such fun it is to be close to our boys and girls, to meet their many interesting experiences with them! And what a joy to see Christian character in the making all along the way!

Rally Day

By ELLATINE B. SCHULZ

WEBSTER'S Dictionary defines the word "r a l l y": "To bring together for common action." For a Sunday school, however, to merely have its members come together for an hour or more to witness a spectacular Rally Day Program in no wise meets the requirements of the true meaning of the day. Then, too, to make it to be a day merely to round-up members who have strayed away from the Sunday school during the summer months surely can not be the real purpose of the day. If nothing further is done, if it is only to be some kind of an opening or reopening day after vacations are over, then it would be better not to have such a day. For to add this kind of day to the schedule of special days in the Sunday school would give some the excuse to stay away during the summer.

It is true that during the hot weather many people go on vacations for periods of varying length. In urban centers a favored few families move to the seashore, to some lake in the woods, or to some rural retreat for the entire summer. Only the bread winner of the family commutes to the city. The family remains at the shore or on the farm throughout the public school vacation period. When fall comes, schools reopen and the families move back to the city. This does affect the activities in the church and Sunday school. As a general rule when the children return to public school they also return to Sunday school. Often,

however, this is done in a haphazard method. The child has been absent from Sunday school for quite some time. It is not too difficult to remain away a little longer.

Recognizing these factors an earnest effort is made in many sections of our church to start the fall in Sunday school with as many members present as possible. The day, a special day called Rally Day, has been designated to be the Sunday when an attempt is to be made to have every member of the Sunday school and as many prospective members of Sunday school present as possible.

Why Have a Rally Day?

Rally Day is a special day and it is not to be denied that special days in Sunday school have their value. The church for years, through its Sunday schools, has been observing the festivals of the Church year. Missionary Sundays are a part of the program of many Sunday schools. Whenever these special days are arranged properly and their programs are Christ-centered their value is unquestioned. Such occasions often serve to bring together the whole congregation, both large and small in one service. It gives opportunity to parents to see and hear their children in the service and worship of the Lord. It also arouses real enthusiasm in the children to see parents taking an interest in the religious training the Sunday school affords.

Rally Day does offer an opportunity to reach many who are not interested in the Sunday school or church. The type of program used, the enthusiasm created by the idea of coming together for common action, the urge to be with the crowd do have their effect on the unchurched. Because crowds followed Jesus some were brought to follow Him personally.

In the Lutheran Church, Rally Day should be a day in which special attention is given to the program of religious training for boys and girls in the local church. It challenges the entire congregation with the importance of the religious education of the children, young people, and adults. It acquaints the members of the local congregation with the plans and work of the Board of Parish Education which gives direction to the entire work of Christian education in the parish. Rally Day informs and challenges the people of the community with reference to the program of the church in the field of religious education. Rally Day

properly observed and conducted serves as a proper missionary stimulus. It is a day to come together with hearts filled with gratitude for the blessing and accomplishments of the preceding year. It may be and should be a day of reconsecration of self to the service of the Master Teacher. It should be of such a nature as to inspire every member with greater zeal and consecration to carry on the work He has given us to do. *"And who then is willing to consecrate his service the day unto the Lord?"* 1 Chronicles 29. 5.

Good plans for Rally Day require time. June and July are not too early for starting the planning. The accompanying article offers some excellent suggestions. The author is an active worker in Baltimore, Maryland.

How Shall We Plan for Rally Day?

As with all special programs it is essential to start preparations for Rally Day very early in the year. Do not permit the idea of the summer slump to permeate the whole program of the Sunday school. Accept the reality of the absences of some on the basis of the explanation given above. Though there are some who do get away for extended vacations there are more who do not leave the community. During the summer months conduct a special teacher-training class to prepare teachers who can be ready to take over new work in the fall. The summer is an ideal time to have a course in evangelism. Sponsor a vacation church school. Through this school give practical training to the candidates for teaching. The vacation church school also offers an excellent training ground in evangelism. Appoint a committee of representatives from the various departments in the Sunday school to make definite plans for Rally Day. This committee should work hard to produce a worth-while program to help the pupils to love and serve God with all their hearts. Some Sunday schools have found it advantageous to appoint one committee which plans all special programs for the year so that a well-rounded series of special days maintains the proper type of inspiration and enthusiasm for the whole school.

Include the boys and girls in your planning. Encourage them to make posters which emphasize the aims for the year. Have these posters displayed in prominent places. Seek to publish the purpose of the Sunday school to the community.

Fearlessly tell the community that boys and girls, men and women need to love God, serve Him, and win others for the kingdom. Use members of the Sunday school in other capacities so that the word "Rally" is no longer simply a word but a deed. Select programs and program materials which call attention to the need for religious training of the children. Such program materials will also arouse a desire to live the Christlike life. Be sure to examine the Rally Day Program published by the Board of Parish Education.

Make arrangements to get the names of all visitors as well as their addresses. Have the membership committee or committee on evangelism follow up the unchurched with personal visits and an invitation to attend regular class sessions of the Sunday school. Pray for the blessing of Jesus, the Master Teacher, on all of your work.

What Can Such a Rally Day Accomplish?

"I was glad when they said unto me, let us go into the house of the Lord." Psalm 122. 1.

Such was the joy and happiness of a Beginner who attended last year's Rally Day service. The service had been held in the church proper during the Sunday school period. It was probably the first time she had been in the church building where the regular Sunday church services were held. As soon as she arrived home she reverently announced: "Today all of us went into God's house."

Rally Day does give to all members of the Sunday school the opportunity to come together in Christian fellowship. It serves to develop a feeling of unity among the various age groups. It does tend to start a real rallying of all the forces in the Sunday school which will continue throughout the year.

The presentation of a program stressing religious training in the congregation can teach a better understanding of our spiritual blessings. It will develop a wider knowledge of our responsibilities to God and to our neighbor. Rally Day emphasizes the missionary program of the Sunday school. It will clearly show that each pupil has an important and an active part to play in building the kingdom of God on earth. It serves to help the pupil understand his daily prayer taught by Jesus: "Thy kingdom come, thy will be done on earth as it is in heaven."

The above poster is being used by the Sunday school of the First Lutheran Church, Worcester, Massachusetts, in its effort to raise money for Lutheran World Action.

Each time seven dollars has been raised, a new face is added to the poster, indicating that another child in some other part of the world is being fed. Already there are several more faces on the poster than are found in this picture.

A milk bottle, decorated with the pictures of boys and girls, is used for gathering the money, and it is interesting to observe how eager the children are to see that their contributions are added.

...m for Beginners

By RUBYE PATTON NORDGREN

WE GROWNUPS are much affected by our surroundings. For example: It is Sunday morning. Bells are chiming in the steeple and soft strains of music are filling the church as we walk quietly down the carpeted aisles to our seats. God seems very near. It is easy to worship in this place where the atmosphere is worshipful. Even the mellow morning light filtering through the arching windows reminds us that "My house shall be called a house of prayer."

Likewise we believe that children respond to atmosphere. There are rooms that beget noise and distraction. There are other rooms that beget quiet and thoughtful worship.

When small children go to Sunday school we want them to feel that

"This is God's house
And He is here today,
He hears each song of praise,
And listens when we pray."

May we try to describe such a room?

In a beginners or kindergarten room about sixteen square feet of floor space is required for each child. The ideal is a room for twenty to thirty children. If there are sixty children it is better to have two kindergartens, each treated as a separate unit.

Openings

Openings are important. Proper lighting and ventilation of a room are seldom overlooked by the architect, but he often forgets that the windows should be low enough for the use of small children. Clear glass is preferable unless the outlook is undesirable. About twenty-five per cent of the floor space is a safe estimate for the amount of window area needed.

The position of the door from the corridor may seem trivial to some, but the entrance of late comers is decidedly disturbing if the door is in the wrong place. It should be located in the rear of the room so as to reduce to a minimum disturbances caused by those who must pass through it after the session has begun.

A Supply Cabinet

A supply cupboard for Sunday and vacation schools may be built

in at the back or side of the room. It should be adequate for the various teaching materials handled by the department teacher, and should also provide low shelves for the use of the children.

A cupboard with six or eight shelves is desirable for filing mounted pictures. These shelves should measure about four inches deep, about fifteen inches wide, and twenty inches long. Above each shelf, post an appropriate label: Winter, Summer, Fall, Spring, Animals and Birds, Old Testament, Life of Christ, Mothers and Children, etc.

A file of the bin type for pictures may be preferred by some teachers, but the shelf has the advantage of allowing the pictures to lie flat and thus keep their shape.

Pictures

A room without pictures is bare indeed. There should be two or three good permanent pictures in the room. *"Arrival of the Shepherds,"* Le Rolle. *"Christ Blessing Little Children,"* Plockhorst. *"Jesus and the Children,"* Copping. *"Infant Samuel,"* Reynolds. *"Now I Lay Me Down to Sleep,"* Wilcox. *"Grace Before Meat,"* Chardin. *"The Spring Song,"* Gucklich. In hanging these we should remember that they are for the children, and should be hung low enough for them to enjoy, that is on a level with their eyes.

Provision for temporary pictures may be made by providing a picture rail from five to ten feet in length. This is similar to a plate rail and should be grooved, extending four or five inches from the wall. If placed about twenty-six inches from the floor, mounted pictures can easily be seen and touched by the children. The rail does away with the ever-evasive thumbtack, burlap, cork, and wallboard backgrounds.

A Place for Wraps

An adjoining coatroom is best, but a shelf with a row of hooks across the back or side of the room has its advantages. The shelf should be about forty inches high and about a foot wide. On this shelf caps and hats may be laid. Under the shelf hooks for hanging wraps should be fastened, either to the under side of the shelf itself or to a strip of wood fastened to the wall. A stout cord attached to each hook, with a spring clothespin at the lower end, should be provided for fastening rubbers or galoshes together and keeping each child's belongings on one hook. If a second shelf is placed about six

inches above the first one, the appearance will be a little more finished and there will be a good place for a poster, a pot or vase of flowers, and perhaps a clock.

A toilet should be easily accessible and conveniently arranged. If possible, it should be on the same floor as the kindergarten room.

Special Features

1. If a bay window fits into the architectural plan it makes a pleasing break in a square or rectangular room.

2. If a bookshelf is not included in the cabinet, a case or shelf may be built into the walls for the leader's library.

3. A low shelf for the children's books may be a part of this bookcase.

4. A fireplace makes for coziness and intimacy.

5. Low seats convenient to the windows are desirable in certain rooms. Made with hinged tops these will serve as storage space for blocks and certain other materials.

Color Combinations

There are a few principles to be kept in mind when we choose the color scheme of our room.

The ceiling should be lighter than the wall, and the floor darker than the wall.

Warm tones of yellow are best for a dark room.

Ivory, old rose, or blue-green will tone down a room that is too bright. The following color combinations are usually satisfactory:

1. Deep ivory woodwork, light oak floor, or a soft brown rug, pale ivory walls, and soft rose, or oak, furniture.

2. Greenish gray woodwork, light green walls, bright yellow furniture, and a soft green rug.

3. Deep ivory woodwork, cream walls, green or blue furniture, and a brown rug.

4. Golden oak woodwork, very light green walls, oak furniture, and a gray green rug.

Stained and varnished finishes for woodwork and furniture prove more durable than finishes in paint.

"There is no brotherhood for human beings if there is not a common Fatherhood."

F. D. Maurice.

Minimum Audio-Visual Requirements for Churches

By GRACE E. STORMS*

1. A large assembly room, high ceilinged (possibly on upper floor), acoustically treated and properly equipped, should be regarded as a minimum provision.

a. Acoustics should be such that amplified sound (whether radio, public address, or sound motion pictures) can be clearly heard and understood throughout a wide, dynamic range in all parts of the room.

b. Seats or chairs noiseless.

c. Noise-minimizing floor covering.

d. Room long and narrow with stage and screen at one end.

e. Seating arrangement such that the optimum distance from screen to first row is maintained and outer limits of first rows made to conform to the proper angle from the center of the screen. (See: Hockman's *"Projected Visual Aids in the Church."*)

f. Provision made to house projection, sound and radio equipment in a soundproof projection room or booth, demountable if necessary, but at the extreme rear *always*.

g. Power outlets in projection room, or for a booth at the rear of the room, wired to carry 20 amperes, and fused near the point of projection.

h. Speaker cables and any two-way communications lines permanently installed under the floor, in BX or other conduit, permanent and out of sight, with outlet or outlets at rear of stage at the opposite end of the room.

i. Control or auxiliary control of house lights in projection room or adjacent to projector, with dimming rheostat where possible.

j. Permanently mounted opaque screen, 8x8 feet, or larger, with suitable pull-curtain, remotely controlled from the point of projection, at rear of stage and not a beaded screen.

k. Facilities for complete darkening of room on a moment's notice, without interference with ventilation, proper provision being made for exit lighting.

*Prepared for the Committee on Visual Education, International Council of Religious Education.

2. Equipment.

a. Matched lenses to permit all projection operation from one point, with sufficient lamp wattage to fully illuminate the screen.

b. Sound-silent projector, tri-purpose still-film projector, microphone, and turntable, preferably able to handle both 78 and 33 r.p.m records up to 16". Projector amplifier may be used as public-address system.

c. Storage facilities for films, slides, transparencies, film-strips, records, spare projection and amplifier bulbs, and accessories.

d. Kit of tools, fuses.

e. One or more portable screens.

f. One or more projector tables.

3. Additional provisions: All class or assembly rooms in which audio-visual equipment may be used should have at least the following:

a. Acoustical treatment within and between rooms.

b. Provision for darkening.

c. Proper proportions for optimum projection with everyone able to see the screen from a proper angle.

d. Properly located electrical outlets at rear of room.

N. B. It is assumed that the best procedure is to have all groups use a properly equipped projection room on schedule, only minor showings being contemplated for rooms to which equipment must be moved, with the possible exception of still projection. All the provisions suggested for a properly equipped auditorium would facilitate its use for dramatics as well, particularly if the platform is part of a stage with wings, enough depth, and adequate head room for drops, etc.

Activities in the Field of Christian Education

By I. O. NOTHSTEIN

Four-Year Plan for Confirmation. Sister Bessie Engstrom describes in detail, in a recent issue of *The Lutheran,* an experiment in deferring confirmation until mid-adolescence, adopted by Holy Trinity Lutheran Church of New York City. The plan was evolved by the pastors of the congregation after a study of Elmer T. Clark's book, *The Psychology of Religious Awakening,* in which he shows from an analysis of data gathered concerning the early religious experiences of a large number of college and university students, that the two age periods at which religious awakening most frequently takes place are 12 and 16 years.

Four years ago the congregation decided to administer the rite of confirmation at 16 years of age rather than at 13, and to gear its entire teen-age program to this plan. As a result, particular recognition is given to the promotion of 12-year-old boys and girls into the intermediate or teen-age department of the church school, when they begin their four-year preparation for full membership in the church. This is now called the "confirmation department."

The pupils have readily accepted the plan, nor have they become impatient at the delay in being received into the church or with the extension of the period of training.

* * *

Recognition of Faithful Service. Mrs. Anna Oberg Olson, for thirty years a faithful worker in the choir and Sunday school of the St. Paul's Lutheran Church (Aug. Synod), Osceola, Nebr., was given recognition at a recent church gathering. She was commended for her work in poems written for the occasion, and was presented with a corsage and a gift of recorded music.

* * *

Through Eye and Ear. The Augustana Synod has announced the formation of an audio-visual service in which the various national boards and organizations have joined forces and resources

to produce motion pictures, slides, recordings and other audio-visual aids. A governing board will supervise production and distribution. The new service is already at work on production of a sound film in color of the synodical institutions of mercy. Release date of this film is May 15.

The new service will also represent the Augustana Synod in Lutheran intersynodical audio-visual projects, and will hold direct membership in the Protestant Film Association.

Mr. Bruce Sifford, an outstanding commercial photographer, assisted by Mr. Warren Holman, who has specialized as a sound technician, will manage the studio being opened in the East Hall of the synodical headquarters in Minneapolis.

The American Lutheran Church, the Augustana Synod, the Evangelical Lutheran Church (Norwegian), and the Missouri Synod are co-operating in the making of film strips as aids in teaching the Ten Commandments.

* * *

Makes a Strong Plea for Parochial Schools. Prof. F. A. Udden, president of the Brotherhood of the Augustana Synod, makes an earnest appeal in *The Lutheran Companion* for the establishment of parochial schools. Mr. Udden, who has been engaged for thirty years in public school teaching and administration, states that he has been led to his conclusions as a result of "the many immoral and non-Christian influences which are creeping in to dominate the thinking of the young people who attend the public schools."

* * *

To Promote Weekday Religious Education. The United Lutheran Church Parish and Church School Board has added another department head to its staff, in the person of the Rev. Harner Middlesworth, an experienced pastor of the Pennsylvania Ministerium, whose duties will be to promote weekday religious education on released and dismissed time. Pastor Middlesworth has been especially active in this type of Christian educational work, and among other tasks, supervised vacation church schools and weekday religious schools in Hershey and in Scranton, Pa.

* * *

Intersynodical Lutheran Committee on Parish Education. This group, representing all the major Lutheran synods in America, held its annual meeting in Chicago earlier in the year. The officers, Dr.

J. V. Nordgren, president, and Dr. S. White Rhyne, secretary, were re-elected for another term. Through this committee co-operative efforts in publishing Sunday school and vacation church school textbooks have been given great impetus.

* * *

The Ministry to Lutheran Students on non-church campuses has grown from one part-time campus pastor in 1907, to a staff of thirty-three full-time pastors and women counselors, sixteen part-time campus pastors, five national supervisors, and three hundred pastors located in college and university communities who voluntarily give part of their time to advising and counseling Lutheran students.

Home Education

Issued by the National Kindergarten Association

The Friendly Push

By HELEN GREGG GREEN

RECENTLY I heard a mother say, "Children need a friendly push, a little honest critcism, now and then."

I recalled some of the *friendly pushes* my mother had given me during our happy but all-too-brief twenty-two years together and what they had meant in character and personality development.

The most memorable *friendly push* was one that had acted as a challenge. Mother and I had been discussing my hobbies, interests, and accomplishments.

"Dear," said she, "you dabble in a lot of things, but *you don't do any one thing well.*"

I was completely dumfounded by her remark. However, it started me to thinking. I must have said to myself, "I'll show you, Mother!"

From that day, "Do at least one thing well," was my motto. I became so engrossed in becoming outstanding in at least one thing that it acted as an incentive in everything I did.

My friends frequently commented, "Anything Helen undertakes she does well." But had my mother not given me that *friendly push,* would they have had reason to say this? I doubt it.

When I began writing profes-

sionally—more years ago than I like to say—I sold the first article I wrote to a nationally-famous magazine. I was a *very* young school teacher *with ideas,* and I called my venture, "What Is Lacking in the Public Schools." Naturally, I was thrilled at my success, but my first all-absorbing thought was, "If only Mother could know of this!"

So while we, as parents, do not want to give our children inferiority complexes—heaven forbid!—neither should we wish to shower them with extravagant praise when little effort has been made to deserve it.

Very young children take it for granted that other persons will contribute in large measure to their happiness and well-being. The frequent tendency is to sulk when moods and desires are not catered to. Such an unhealthy habit should be discouraged by treating boys and girls on these occasions as objectively as possible, lest pleasure be derived from their self-pitying thoughts. This means a judicious discrimination with regard to solicitude, since it is natural for a child, if he is given an overabundance of attention, to acquire an exaggerated idea of his own importance.

Most youngsters realize that they play a large part in their parents' scheme of things, and they often discover it takes little to please them. They notice that their very presence is often such a source of joy they scarcely need to exert themselves at all to gain admiration and attention. Should we not think of ways to offset this unwholesome inclination on the part of the parent and its unfortunate reaction on the child? Is not a *friendly push,* now and then, one of the wisest methods of encouraging a child to live up to the best of which he is capable?

A Real Children's Party

By HILDA RICHMOND

MRS. TRENTON was spending the afternoon with her friend, Mrs. Croft, while her children, Dick and Mary, and the Croft twins were at a little birthday party given for Tommy Nelson. They knew by the shouts of laughter coming from the Nelson's side lawn that the children must be having a good time, but what *kind* of a good time?

"The children will look like tramps, I'm afraid, when they leave that party," said Mrs. Tren-

ton, shifting the needles in her Red Cross knitting. "I wish Mary had not worn her best dress."

"Yes, I, too, have been wondering how the party would end," said Mrs. Croft. "Mrs. Nelson has such advanced ideas about rearing children. She leaves them so much to themselves, I greatly fear the consequences. I always supervise my children in their play hours, and today, with the children planning the refreshments even, and serving them,—well, it doesn't look good to me."

But lo and behold! the laughing children were quite tidy when they returned, and they expressed sincere regret that their mothers could not have been at the party.

"Do you know," one said solemnly, "Mrs. Nelson let Tommy and Anne manage everything themselves, every single thing!" and the others broke in, "They made sandwiches and ice cream all by themselves, and we had big fat lollipops."

The two mothers exchanged glances over the heads of their children. Both were thinking of a recent children's party, where the little folks played the games directed by their mothers, ate the refreshments served daintily by adults, and showed by their conduct that they had received, at home, last minute instruction in manners.

"I'm going to take that adorable tea set down from the top shelf of the closet, where I had put it to keep 'until Mary gets bigger.' She will enjoy it more right now," said Mrs. Trenton, looking as though she had suddenly seen a vision.

"I spent three whole hours making place cards for my children's last party," lamented Mrs. Croft. "Just look at these place cards made by the children themselves!"

And the children further enlightened their mothers about the invitations to the successful social affair.

"We had cookies with our names on them, but we ate them."

"I wish I had saved mine. My name was in little red candies on a white cooky. Julia made it herself. Mother, why can't we have a party like that?"

Mrs. Trenton rolled up her Red Cross knitting, and her answer seemed irrelevant.

"I've learned a very important lesson this afternoon."

Mrs. Croft nodded understandingly.

"Perhaps, some more of our neighbor's advanced ideas will be worth copying," she said. "I am

glad to have had this lesson, for I see that whatever children do by themselves, successfully, is more precious to them than style and fancy cooking. Besides, it is an experience which assists greatly in their development."

"Yes," replied the other mother, "we have not been giving our children sufficient opportunity for initiative. This party has shown me what possibilities lie ahead. I want to talk with Mrs. Nelson."

"I'm in accord with you there, too," answered Mrs. Croft, smiling.

Character Development

By LAURA GRAY

I WAS visiting my favorite niece, Mary.

"Something worries me, Aunty," confided the young mother, looking earnestly into my face. "I know pretty well how to feed and clothe Tommy and Barbara, but I want to care for them morally. I want them to be honest, brave, and kind. I feel as if I were neglecting that part of my duty to them. The books I've read don't tell how—"

My niece was interrupted by the arrival of the grocer. The children, Barbara, six, and Tommy, four, and both fine, well-grown youngsters, followed him in by the screen door. As the man placed the parcels on the kitchen table, Mary counted some money from her purse. Evidently there was not enough, for she took two bills from a small drawer.

When the man had gone, Barbara, with surprise in her lovely brown eyes, said,

"Mother, you paid the grocer with some of the money from the drawer, the money we were saving for our holidays. Does that mean we can't go and stay at the beach?"

"No, dear, but we shall have to wait until we can save some more. The grocer had to be paid first, of course. Run along now. Aunty and I want to talk."

When the screen door closed behind the child, Mary asked, "What were we talking about, Aunty?"

"You wanted to know how to teach your children to be—"

Again there was an interruption. Both youngsters burst in exclaiming,

"Mother! Henry, the pedlar, has come!"

There at the door stood an old man in a neat but shabby and much-mended gray suit. He entered when invited, opened up a

worn, black suitcase on the table and smilingly displayed his wares, the children pressing near.

"I'd like some white thread and—"

"Mother, you bought thread yesterday!" Tommy broke in.

"Hush! I can use more," she answered. Then to Henry, "Let me have some moth balls, brown shoelaces, assorted needles, and two cards of those pretty glass buttons." Mary chose from the crowded pack. "Now, sit down, Henry. It won't take a moment to heat some coffee, and there's a piece of lemon pie in the refrigerator."

"Thanks! Sounds pretty good!" His pale face glowed, tired muscles seemed to relax.

No one noticed that the children had left until they reappeared, the girl with a red apple and the boy with a yellow pear.

"May we give those to him?" Barbaro asked, and in answer she received a smiling nod.

"Oh, those will be fine to eat on the way home. Thank you!" The old man pocketed the fruit.

When he had gone, Mary sat down once more.

"Dear me, we've had no talk at all, Aunty. I thought perhaps you could help me. You see, I want my children to grow up to be really worth-while adults, and I don't know how to teach them."

"Well, my dear, you've given them two splendid lessons in the half-hour I've been here."

"But I couldn't have! We've had nothing but interruptions. What have I taught them?"

"First, that bills must be paid before pleasures can be indulged in. Second, how to be kind and thoughtful. Your two will never be insensible to another's need. Already they have learned how to treat a poor, tired old pedlar at the door."

"But, Aunty, I never thought—"

"No, many parents don't realize that the first requisite for teaching right living is so simple, just doing the right things oneself day by day. Nothing is more important. The attitudes of mind expressed by parents are most often the ones that will become the patterns for the children's forming characters. Simple, isn't it? But all who would be teachers should watch out also for their own faults, for these, too, may become patterns for the next generation. Our own daily living is the most effective influence in character development that we can offer. Yet I would not have you think, Mary, that this is *all* that parents should do."

The Teacher's Summer

From page 2

crowded and too much can not be accomplished. How about giving a beautiful colored miniature picture* to each pupil each Sunday during the summer quarter? Periodically during the summer, stories of some of the pictures might be told in the opening period. At the close of the quarter a display of the notebooks might be arranged and a larger framed picture given as a prize to the collector who presents the most unique and the most richly-filled album, i. e., one which contains stories of pictures and artists as well as the pictures themselves.

You do not believe in the reward motive? Neither do I, as a rule, but here, it seems to me, the educational, moral, and spiritual benefits derived far outweigh any objections to such a plan. You may touch and satisfy some deep inner craving for the beautiful on the part of one or more of your pupils. In some districts I can even conceive that this, and many other plans which suggest themselves, can be carried so far as to aid in the decrease of the delinquent tendencies resultant, during vacation time, of having too little to do.

Why not have the junior or intermediate department all set up with tables, on which paper, crayons, paste, etc., are ready for early comers who will make a Christian flag while waiting for the others to assemble? I can even conceive that a few of the pupils might like to prepare plans and make a larger cloth flag which, during the week, they would hem, and which could be carried on summer Sundays at the head of the marching "host" as they learn several verses of such hymns as "Onward, Christian Soldiers," "The Son of God Goes Forth to War," and "Stand Up, Stand Up for Jesus." And what an opportunity this provides for the teaching of the little-known and the little-used Christian flag salute! The salute to the American flag is used in public schools on frequent occasions. Why should not the salute to the Christian flag be known and used frequently by every citizen of the kingdom of God?

Dozens of other means of inspiring children of all ages to use happily and profitably weekday summer hours which receive their impetus from the live-wire Sunday

*Available from your publishing house, or Perry Pictures, Malden, Mass., or Brown, Robertson Co., 35 W. 34th St., New York City.

school teacher will present themselves to that selfsame teacher: Movies of Bible stories made at home and presented on Sunday, even if one occasionally has a Sunday afternoon class meeting to provide the time needed. Colored slides begun in the before-Sunday-school time and continued and completed at home. Yes, even birthday and Christmas gifts suggested and planned for even if not executed in the preclass period.

There are yet three things that I would say, teacher, ere we part. First, and above all things, let us not forget that our primary motive, indeed the only reason for the existence of the Sunday school and the presence of the teacher therein, is to teach "Christ and Him crucified," to present *faithfully,* Sunday after Sunday, the way of salvation to every comer. Second, do plan to use a few hours of your own vacation to visit in the homes of your pupils, of those who are regular as well as of those who are not. Such visits are deeply appreciated and make for the good Christian fellowship which is at least one basis of learning.

And last but not least, let us as teachers make the summer a season for widening and deepening our own spiritual knowledge and understanding. A closer walk with God can be promoted by more diligent reading of the Scriptures, and courses on Bible exposition.

Music as an Aid

By MILDRED C. NELSON

JUST RECENTLY, we initiated a new program in our small school. We feel it has created a new attitude toward worship in our particular Sunday school. The program has five main points which are as follows: To get the children to Sunday school on time and have them relax by listening to the organ music before the service begins and to inspire a more reverent feeling as well as attention; to give the children a chance to participate more actively in the service; to give the lesson a more meaningful setting; to teach more new hymns; and to prepare boys and girls to understand the more formal church service.

The idea was born when observing the rather energetic entrances of the boys and girls after the bell tapped the opening hour. One can hardly

expect healthy children to be otherwise unless something attracts their direct interest. We therefore decided then and there to utilize their varied talents and interests. We are fortunate in having such co-operative children as well as many gifted ones, especially in music, so we started with an emphasis on music. The teachers have all enthusiastically responded, and our very busy and kind pastor mimeographed two hundred copies of the following program for the pupils to take home to their parents. So the changes have been made under the best of conditions.

MORIAH LUTHERAN SUNDAY SCHOOL

Ludlow, Pennsylvania

The Moriah Sunday School invites all of its members and their parents to read the following announcement which explains the new program going into effect on Sunday, October 6, the beginning of the new Church year. Parents are especially invited to attend Sunday school. All visitors are welcome. Missionary Juniors meet on the second Sunday of each month.

Time: 10:45 A. M. until another schedule is announced.

Organ prelude, five minutes before bell rings. Please walk in quietly and enjoy the music. You are in the house of God.

A familiar hymn will be sung immediately following the ringing of the bell so you will be expected to be in your seat and ready to join in the hymn of worship. You will not want to be tardy for anything but an urgent reason.

The hymn numbers will be placed on the hymn board and will not be announced. We will arise when the pianist begins the last line of the hymn as she plays it through for us. The words are the most important part of any song, but the music helps to give them beauty. Let us sing each song with real thought and expression. Use the voices and talents with which God endowed us for His work. Try to begin every stanza right on the very first word, right with the pianist.

We are all here for the same purpose: to learn more about God and His plan. Naturally we conduct ourselves quietly in church. Perhaps we can bring other friends and acquaintances with us. We can make this one of the finest Sunday schools in Pennsylvania. We are among the fortunate churches with a well-developed church school: willing teachers and Sunday school officers backed by an interested congregation, as well as all of you splendid boys and girls. Think of the 48 per cent of children in the United States who have never had that opportunity!

PROGRAM

Organ Prelude, five minutes before bell

First Hymn, familiar one, with piano and violins, directly after the prelude.

Order of Service, page 291, with all Responses and Amens sung just as the pianist plays them.

Second Hymn, new one as often as possible, violins and piano

Birthday Hymn, set to tune number 311:

Jesus, tender Shepherd, hear us,
Grant them many birthdays here;
Through the days and months be near them,
Keep them safe through all the year.

Class Prayer, organ, sing one verse, silence for second verse

Come Holy Spirit, Heavenly Power,
With all Thy gracious teachings,
And light a flame of sacred love
In these young hearts of ours.

Classes

Last Hymn, piano and violins

Postlude. Please leave the church quietly, the church that means so much to all of us.

Children take pride in anything they do. I often think their sense of accomplishment is so much greater than ours just as their discouragements are deeper than those of adults, who more often become irritated or passive. I believe we should appeal more often to the enthusiasm of children which is so contagious. All adults know that older children want to be part of the gang, and fear ridicule of friends if they do not follow the crowd. They often scoff at the thing which eventually will bring the most satisfaction. With a little parent and teacher co-operation, lots of praise, and a few extra tugs, they can be put on the right track. If a few start the project, the rest will follow.

We immediately began Hammond organ lessons for the pianist and assistant pianist who show much interest and always find time for these lessons in spite of all of their school and civic activities. They alternate Sundays so that they may both develop skill. We find the attention of the children is drawn to this arrangement since one is a boy and one a girl. Several pupils play the violin. Others play trombones, clarinets, and cornets. We also have many fine voices. Our auditorium is too

small for an orchestra but we use a few instruments from time to time and find this stimulates interest and curiosity.

Our experienced superintendent always uses one of the church gospels for the day and we choose at least one of our hymns for the church day, also making mention of the season of the Church year to the group. We try to learn one or two new hymns a month, including the story of their origin, but are careful not to take too much time for this.

Once a month one of our faithful teachers conducts a missionary service, which we emphasize with missionary music. In relation to time, we have found that the five-minute organ prelude before Sunday school begins has already tended to bring the students as well as the teachers there on time so we are ready to begin the opening hymn right on the dot, with the books ready. This actually saves us five minutes extra for class periods, even though we have added a birthday song, a prayer hymn and an organ offertory. In preparation for this change of program we have all practiced together once a week, that is, those of us conducting the musical part of the program.

It is difficult to draw conclusions about anything of such short duration but we have seen a definite display of more interest and a more reverent approach to the Sunday school service. Our pupils enter more quietly, and make ready to take part in the opening hymn. They sing with more enthusiasm and are more attentive in the regular service. Also, the pupils leave more quietly now that a postlude is played on the organ.

In my short contact with this particular group of boys and girls, I am already convinced that we adults must find duties of trust and responsibility for each and every one of them, difficult as it may seem. We are using one boy to place the numbers on the hymn board and two different boys each month to receive the offering. The choir leader for our church uses several of the older pupils in the choir, and three boys are used as acolytes in the church service. Even these arrangements leave many to be used for other purposes. Their hearts are eager to serve the Master, too, but we shall have to pave the way. We usually underestimate what children can do. Since the Sunday school is the main auxiliary of the church and the training ground for the Christian world, we must give in it more actual training in Christian service.